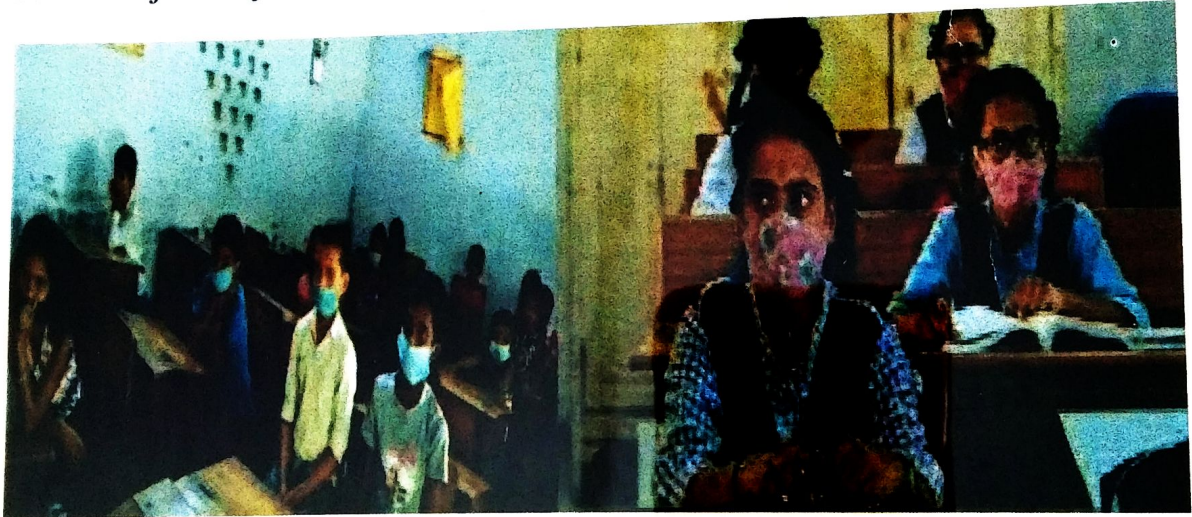


CHANDRAKONA VIDYASAGAR MAHAVIDYALAYA



A Project Report on:-

'Problems faced by the students due to covid -19 pandemic in Upperprimary level'



*Prepared by
Department of Education
Chandrakona vidyasagar Mahavidyalaya*

*Funded By College Authority
(Chandrakona Vidyasagar Mahavidyalaya), Affiliated to Vidyasagar university..*

Acknowledgement

We would like to express our gratitude to all those who have guided and assisted us in completion of this project work.

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Fainally, we thanks to respected headmasters of the Bala High school and Malleswarpur saradavidyapith for their heartfelt co-operation.

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1.1 Concept of project:

Project in general refers to a new endeavor with specific objective and varies so widely that it is very difficult to precisely define it. Some of the commonly quoted definitions are as follows. Project is a temporary endeavor undertaken to create a unique product or service or result. (AMERICAN National Standard ANSI/PMI99-001-2004)

Project is a unique process, consist of a set of coordinated and controlled activities with start and finish dates, undertaken to achieve an objective conforming to specific requirements, including the constraints of time cost and resource.

Gillinger defines project "as the whole complex of activities involved in using resources to gain benefits". Examples of project include Developing a watershed, Creating irrigation facility, Developing new variety of a crop, Developing new breed of an animal, Developing agro- processing centre, Construction of farm building, sting of a concentrated feed plant etc. It may be noted that each of these projects differ in composition, type, scope, size and time.

Project Performance Dimensions:

Three major dimensions that define the project performance are scope, time, and resource. These parameters are interrelated and interactive.

It is evident that any change in any one of dimensions would affect the other. For example, if the scope is enlarged, project would require more time for completion and the cost would also go up. If time is reduced the scope and cost would also be required to be reduced. Similarly any change in cost would be reflected in scope and time. Successful completion of the project would require accomplishment of specified goals within scheduled time and budget. In recent years a forth dimension, stakeholder satisfaction, is added to the project. However, the other school of management argues that this dimension is an inherent part of the scope of the project that defines the specifications to which the project is required to be implemented. Thus the performance of a project is measured by the degree to which these three parameters (scope, time and cost) are achieved.

1.2: Traits of the project work:

Single Entity:

A project is one entity and is normally entrusted to one responsibility centre while the participants in the project are many.

Team Work:

If we want to do any project work , then team efforts must be needed. So , team work is one of the Significant factor.

Life cycle:

A project has a life cycle reflected by growth, maturity and decay. It has, naturally a learning component.

Uniqueness:

No two projects are exactly similar even if the plants are exactly identical or are merely duplicated. The location, the infrastructure, the agencies and the people make each project unique.

Change:

A project sees many changes throughout its life. While some of these changes may not have any major impact, there can be some changes which will change the entire character or course of the project.

Successive principle:

What is going to happen during the life cycle of a project is not fully known at any stage. The details get finalized successively with the passage of time. More is known about a project when it enters the construction phase than what was known, say, during the detailed engineering phase.

Made to order:

A project is always made to the order of its customer. The customer stipulates various requirements and put constraints within which the project must be executed.

Unity in diversity:

A project is a complex set of thousands of varieties. The varieties are in terms of technology, equipment and materials, machinery and people, work culture and ethics. But they remain inter-related and unless this is so they either do not belong to the project or will never allow the project to be completed.

High Level of Sub-contracting:

A high percentage of the work in a project is done through contractors. The more the complexity of the project, the more will be the extent of contracting. Normally around 80% of the work in a project is done through sub-contractors.

Risk and uncertainty:

Every project has risk and uncertainty associated with it. The degree of risk and uncertainty will depend on how a project has passed through its various life-cycle phases. An undefined project will have extremely high degree of risk and uncertainty. Risk and uncertainty are not part and parcel of only R & D projects-there simply cannot be a project without any risk and uncertainty.

1.3: Purpose of the project work:

- demonstrate the personal abilities and skills required to produce and present an extended piece of work
- Engage in personal inquiry, action and reflection on specific topics and issues.
- focus on, and demonstrate an understanding of, the areas of interaction
- reflect on learning and share knowledge, views and opinions.

1.4 :Classification of the project:

The term capital refers to investments in fixed assets. Capital investments deal with the whole process of identifying and analyzing which projects should be pursued. Capital investments may be classified in different ways. Capital investments may be classified into physical assets, monetary assets, and intangible assets. Capital investments in physical assets include investments in building, machinery, equipment, vehicles, and computers. Investments in monetary assets include investments in debt or equity securities. Debt securities involve bonds, notes, deposits etc whereas equity securities include equity shares (common stock and preferred stock), options, warrants and the like.

Projects may also be classified into cost reduction (replacement) investments, revenue expansion projects, or mandatory investments. Replacement investments aim at replacing the worn out equipment with new equipment to reduce operating costs (material, labor and/or overhead costs), increase the yield (productivity), and/or improve quality. An expansion investment is meant to increase the capacity to cater to a growing demand in the form of entering new markets (market development), introducing new products to the existing market (product development), operating with the same products in the existing markets (penetration), or introducing the new product for new market (diversification). A mandatory investment is a capital expenditure required to comply with statutory requirements, such as pollution control, fire fighting, medical dispensary and so on. Projects may also be classified into development projects and business projects. While business (industrial) projects aim at profit or value maximization of the owners, development projects aim at reducing poverty and are pursued by the government or NGOs.

1.5 :Pace of the project work :

Every project, from conception to completion, passes through various phases of a life cycle synonym to life cycle of living beings. There is no universal consensus on the number of phases in a project cycle. An understanding of the life cycle is important to successful completion of the project as it facilitates to understand the logical sequence of events in the continuum of progress from start to finish. Typical project consists of four phases- Conceptualization, Planning, Execution and Termination. Each phase is marked by one or more deliverables such as Concept note, Feasibility report, Implementation Plan, HRD plan, Resource allocation plan, Evaluation report etc.

Conceptualization Phase :

Conception phase, starting with the seed of an idea, it covers identification of the product / service, Pre-feasibility, Feasibility studies and Appraisal and Approval. The project idea is conceptualized with initial considerations of all possible alternatives for achieving the project objectives. As the idea becomes established a proposal is developed setting out rationale, method, estimated costs, benefits and other details for appraisal of the stakeholders. After reaching a broad consensus on the proposal the feasibility dimensions are analyzed in detail.

Medical and health care education is also severely affected by this global crisis. Health care systems as most teaching hospitals are completely occupied by covid-19 load. Owing to the rapid changes of covid-19, face to face and small groups tutorials are prohibited. Students teachers are prisoned in their own house and all educational institutions are closed for an uncertain period of time due to corona pandemic reflection. In this covid -19 situation, online classes are going through synchronously. The educational institutions school to university in India, adversity as a dedication is disguise and make digital education as foremost part of the digital e- learning process for all learners(kasrekar-2020). This online education has some great impact on college, universities students but other side students of upper primary level were facing several challenges with lack of direct face to face natural interaction flow. Also online education does not reach the students living in the rural areas particularly. Lack of Electricity, lack of laptops & mobile phones with internet connectivity, poor network in rural areas are some of the issues arise that what online education will not reach to the students in rural areas compare than urban areas. Thus, students of upper primary level can not actively participate in any educational activities directly and properly. so, in this circumstances the development of skills are acted like barrier for the all-round development of a growing students.

Hence it is pivotal to study this work "Problems faced by the students due to covid-19 pandemic in upper primary level"-Which will definitely encourage the students to faced the challenges ,go ahead in self-pace way and acquire education in any situation .

1.7 Objectives of the project work :

- To study the problems faced by the students due to covid-19 pandemic in upper primary level.
- To find out if there exists any statistical significant difference of the problems faced by the students due to covid-19 pandemic in upper primary level in reference to their Gender.
- To find out if there exists any statistical significant difference of the problems faced by the students due to covid-19 pandemic in upper primary level in reference to their place of residence.
- To suggests some recommendations of the problems faced by the students due to covid -19 pandemic in upper primary level.

1.8 Hypothesis:

- There will be no statistical significance difference of the problems faced by the students due to covid-19 pandemic in reference to their Gender.
- There will be no statistical significance difference of the problems faced by the students due to covid -19 pandemic in reference to their place of residence.

1.9 Rational of this Project work:

Researcher proposed to conduct this project at upper primary school, in paschimmedinipur district. The major cause for the selection of students of (chndrakona block-1) paschimmedinipur district is that the researcher wants to Improvement and advancement her area. She found that the students of upper primary level of this chandrakona block-1, paschimmedinipur district have confronted several challenges due to covid- 19 pandemic . Most of the students in upper primary level seek it strenuous to enter the educative field. Therefore , researcher was interested to support the students to solves the problems which are already faced due to pandemic.Also , it can be seen that many more students of the upper primary level in paschimmedinipur district do not record satisfactory in achievement of the educative field. It is found that they received countless problems in learning sphere by cause of covid-19 pandemic.And the students records the substandard accomplishment in their educational field ; it is considered as an acute problem by the teachers and parents. That's why this project work becomes indispensible.

2.0 Statement of the project work:

In this project work , the investigator has selected students of upper primary level in chandrakona block-1, paschimmedinipur district .Also , the researcher wanted to progress the students of upper primary level of this chandrakona block-1. Proactive teaching and good guidance would pave the way for the advancement of the standard of the students of upper primary level in every aspects of educative field. Thus, this project is very important.The problem taken for the project work by the investigator is stated as bellow:

"Problems faced by the students due to covid-19 pandemic in Upper primary level"

2.1 Significance of the study:

Students of upper primary level have to improve knowledge and skills to progress in educational field as well as in economic status. They must learn anything proactively at upper primary level. But , it is found that students lacks very much to get online education & have a number of problems concerning to this project work due to covid-19 pandemic. Also it is found to be lagging behind to compete with other students who have sound knowledge related to virtual education. Therefore, this problems are considered as significant one and also to be emergently attended to in order to help the students of upper primary level who are to achieve a good personal , academic , professional & social life. Other side , most of the parents of upper primary students are depending upon agriculture. They have insufficient knowledge to guide their children. Even their environment is not supportive to get proper education in this area. And students of this area have strong notion that problems are more affected their societal life also. Hence this project work is indispensible to find out this problems.

2.2.Operational Definitions:

- **Problems:** Longman Dictionary defines, "Problem means a situation that caused difficulties". In this study , problem means that challenges of the students faced by cause of covid-19 pandemic.
- **Upper primary level:** Upper primary education level means educating all students up to the age of 14, which is equivalent to completing the second cycle of primary education.
- **Students:** Actually students refer those who are studying at school college & universities. But Here students denote upper primary school students of chandrakona block-1 in PaschimMedinipur district.

2.3.Delimitations:

- This project work was confined to students of upper primary school of chandrakona block-1 in paschimmedinipur district.
- This project work was limited to only 60 students only.
- This project study is restricted to 30 boys and 30 girls students only
- This study was also restricted to 30 urban and 30 rural students only.

3. Review of Literature:

2.4 NATIONAL LEVEL & INTERNATIONAL LEVEL:

01. **Choudhary (2020)** find out that except private schools , low -income private schools and government schools have completely closed for not having access to e-learning facilities in India during the covid -19 pandemic situation. The study also revealed that the worst effect of a large number of students abroad and they now been barred from leaving the foreign countries which reduced the demand for international higher education in Future.
02. **Li & Lani (2020)** revealed that about the dramatic change of education system due to covid -19 pandemic . They reported that with the distinctive rise of e-learning whereby teaching is undertaken remotely and on digital platforms.
03. **Sahaa and sing(2020)** showed that challenges in higher education during and after covid-19 pandemic in India. The major challenges was the socio-economic inequality as the transition from face to face to online made education more cost -effective for poor /lesser privileged students. And this Inequity is reflected in the high drop-out.
04. **Sintema, (2020)** revealed that the level of academic performance of the students is likely to drop for the classes held for both year and examination due to reduced contact hour for learner and lack of consultation with teachers , when facing difficulties in learning /understanding.

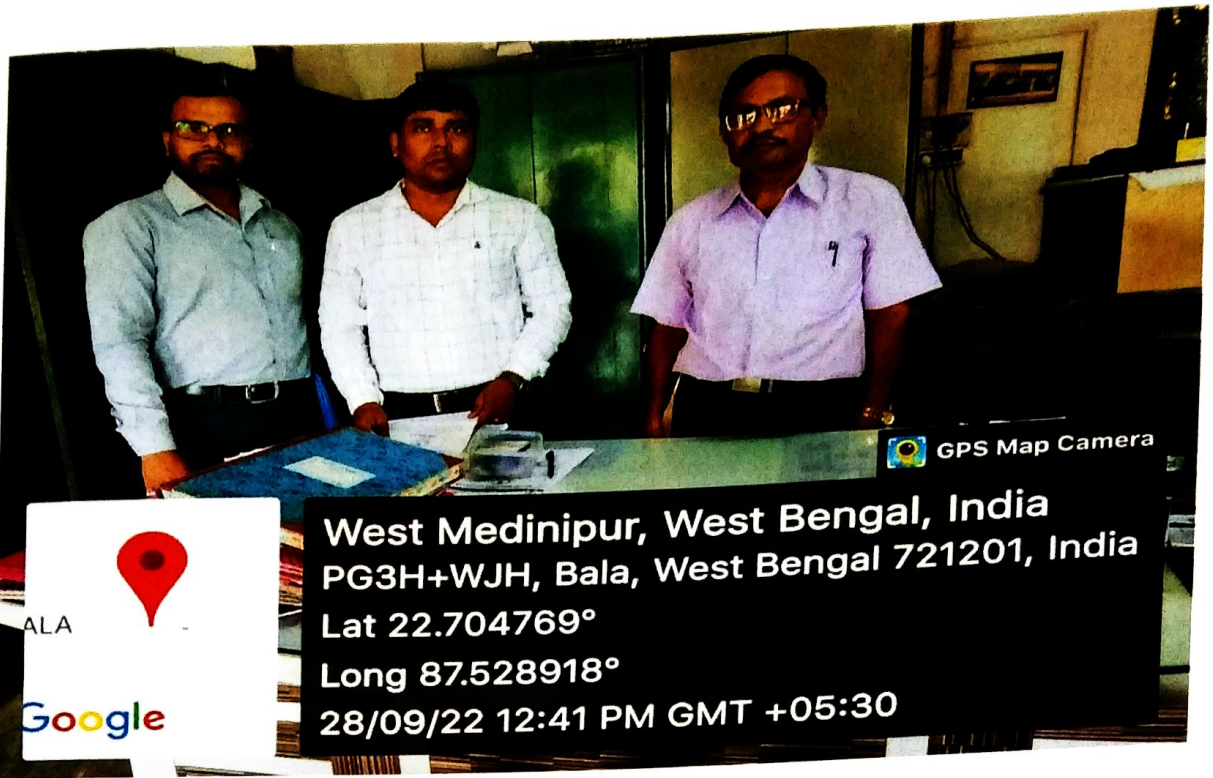
05. **Shenoy et al (2020)** conducted a study and found that almost all educational institutions started virtual classes and their experiences was positive, but they faced lack of integration in online learning that adversely affected students learning in Indian higher education.
06. **Byrnes et al. (2020)** revealed that the pandemic of covid-19 has created tremendous changes almost in all aspects in society which has negatively affected students learning in higher education. This study also revealed that the students learning was suspended and they did not have classes for months.
07. **Gonzalez et al.(2020)** . conducted a quantitative study and found that the students achievement before and during covid-19 pandemic was very different. They compared students test results in 2017 ,2018& 2020 and find out there were statistically significant differences in student performance across the years particularly. Also their achievement in 2017 and 2018 was much better than the year of 2020.
08. **Day et al. (2021)** reported that the students were stressed during the covid-19 pandemic which negatively impact their learning . They also stated that the universities and concealed exams which suspended students entrance to universities. Many instructions have reduced the amount of instructions. Also learning was not significantly enough for students.
09. **Sharda&Tuteja (2020)** indicated that factors engagement and appreciation, optimization , comprehensive learning , online learning , constraints , Traditional pedagogy, hindrance which affect the online learning during the covid-19 pandemic among the college students.

2.5 Methodology:

Research methodology is a way to systematically solve the research problems. It may be understood as a science of studying how research is done scientifically .. The role of the methodology is to carry on the research work in a systematic& planned way . In this project study , each techniques are involved in a comprehensively.

Research Method: In this project work survey method has been adopted . It is one of the worthy method and used for what type of challenges faced by the students due to covid-19 pandemic in upper primary level. And Two Upper primary school of chandrakona block-1, in paschimmedinipur District , have been selected for this project study.

Population of the project study: Upper primary students of Bala High school and Malleswarpur saradavidyapith , in paschimmedinipur district are considered as the population of the study. And total 60 upper primary students from different class have been selected for the study.



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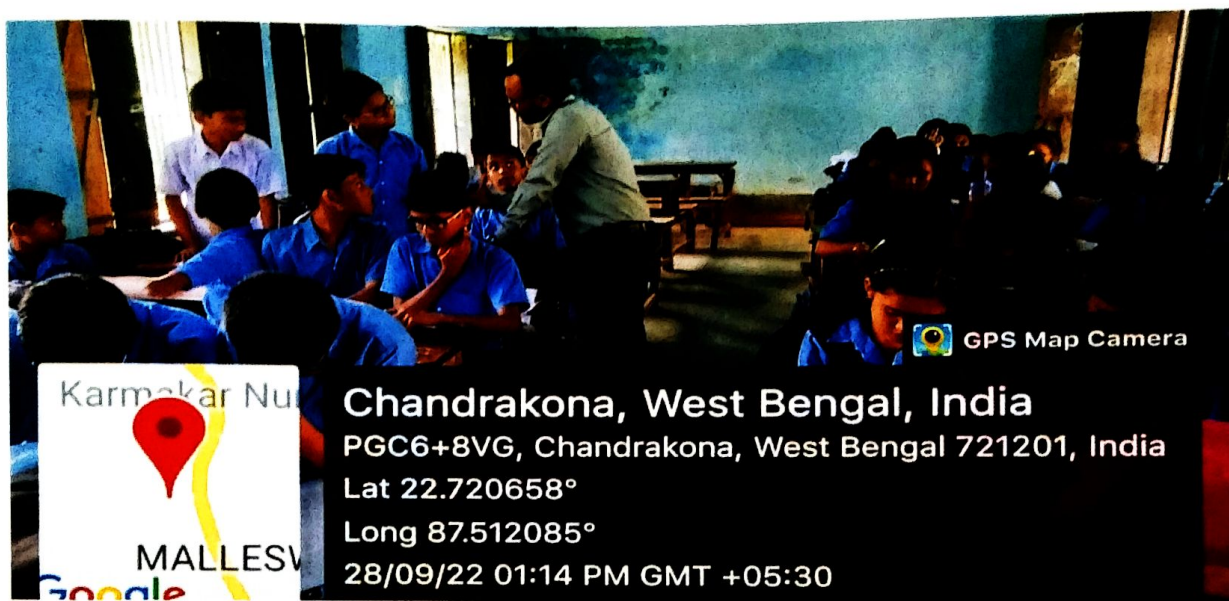
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721201, India

2.6 Sample And Tool Techniques:

Sample selected for the study:2

Upper primary students of two different school are taken as samples of this project work . Total 60 samples are taken from different school for this project work .This samples are selected as randomly. Details are given below to the table:

	Boys	Girls	Total students
Urban Area	15	15	30
Rural Area	15	15	30
	30	30	=60



Variables taken for the project study: The following variables are taken for this project work:

Dependent variable: problems faced by the students.

Independent variable: The category variables are considered as independent variables such as Gender: Male & Female , Place of Residence: Urban & Rural , ...

Securing administrative support: Before data collection as a preparatory measure , researcher discussed with the principal and made him understand that the significance of this project work. Also researcher made an earnest appeal to the principal for giving their support for the collection of data from different school of the chandrakona block-1 . The whole faculty realized the important of the collection of data and accepted the request of the researcher. They promised their whole hearted support for the collection of data. Therefore, researcher gave the full support of students from different upper primary school of chandrakona block-1, Paschimmedinipur District.

Tools selected for the project work: This project work aims at collecting data from Upper primary school students of chandrakona block-1 for study the problems faced by the students due to pandemic. Therefore , Tools as Questionnaire for the upper primary school students have been used for this project work . It has been prepared in Bengali language to facilitate the students easily . It has been consisted with 22 items for study the challenges faced by the upper primary students as result of pandemic.. Before the preparation of questionnaire , researcher consulted with educational experts.. Each statement focused at searching the how many problems confronted by the students of upper primary level by reason of covid-19.

2.7 Analysis And Interpretation:

In this project work , t-test , Mean , standard deviation method were employed and also 0.05 level of significance was used to interpret the result. The data was taken from different strata such as male & female students, urban and rural area etc. After very carefully analysis of collected data result reveals that 70% students faced moderate level of problems and 10% students faced low level of problems due to covid -19 pandemic in upper primary level..

H-1 :There will be no statistical significance difference of problems faced by the students of upper primary level due to covid-19 pandemic in reference to their Gender:

Independent Samples Test

		Levene's Test for Equality of Variances		t	df	t-test for Equality of Means		Interval of the Lower		Upper
		F	Sig.			Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	
ITEM-1	Equal variances assumed	22.031	0.000	-1.207	58	0.232	-0.215	0.178	-0.571	0.141
	Unequal variances			-1.229	47.489	0.225	-0.215	0.175	-0.566	0.137
ITEM-2	Equal variances assumed	0.438	0.511	0.372	58	0.711	0.097	0.260	-0.424	0.617
	Unequal variances			0.372	57.818	0.711	0.097	0.260	-0.423	0.617
ITEM-3	Equal variances assumed	81.323	0.000	3.393	58	0.001	0.448	0.132	0.184	0.713
	Unequal variances			3.279	28.000	0.003	0.448	0.137	0.168	0.728
ITEM-4	Equal variances assumed	3.615	0.062	1.615	58	0.112	0.298	0.185	-0.071	0.668
	Unequal variances			1.606	54.905	0.114	0.298	0.186	-0.074	0.670
ITEM-5	Equal variances assumed	2.239	0.140	0.884	58	0.380	0.156	0.176	-0.197	0.508
	Unequal variances			0.880	55.418	0.383	0.156	0.177	-0.199	0.510
ITEM-6	Equal variances assumed	6.862	0.011	-1.235	58	0.222	-0.127	0.103	-0.332	0.079
	Unequal variances			-1.268	37.904	0.212	-0.127	0.100	-0.329	0.076
ITEM-7	Equal variances assumed	2.284	0.136	3.434	58	0.001	0.641	0.187	0.267	1.014
	Unequal variances			3.409	53.773	0.001	0.641	0.188	0.264	1.018
ITEM-8	Equal variances assumed	4.401	0.040	-0.178	58	0.859	-0.043	0.244	-0.531	0.444
	Unequal variances			-0.179	57.903	0.859	-0.043	0.243	-0.529	0.443

ITEM-9	Equalvariancesassumed	15.654	0.000	1.830	58	0.072	0.367	0.201	-0.035	0.769
	Equalvariancesnot assumed			1.854	52.474	0.069	0.367	0.198	-0.030	0.764
ITEM-10	Equalvariancesassumed	1.376	0.246	-1.063	58	0.292	-0.227	0.214	-0.654	0.201
	Equalvariancesnot assumed			-1.066	57.954	0.291	-0.227	0.213	-0.653	0.199
ITEM-11	Equalvariancesassumed	3.965	0.051	-0.206	58	0.837	-0.047	0.226	-0.500	0.407
	Equalvariancesnot assumed			-0.207	57.412	0.836	-0.047	0.225	-0.498	0.404
ITEM-12	Equalvariancesassumed	0.387	0.536	1.690	58	0.096	0.392	0.232	-0.072	0.855
	Equalvariancesnot assumed			1.692	57.908	0.096	0.392	0.231	-0.072	0.855
ITEM-13	Equalvariancesassumed	11.114	0.001	0.049	58	0.961	0.011	0.226	-0.441	0.463
	Equalvariancesnot assumed			0.050	56.302	0.961	0.011	0.224	-0.438	0.460
ITEM-14	Equalvariancesassumed	1.955	0.167	0.905	58	0.369	0.174	0.192	-0.210	0.557
	Equalvariancesnot assumed			0.911	56.940	0.366	0.174	0.190	-0.208	0.555
ITEM-15	Equalvariancesassumed	0.033	0.856	-1.598	58	0.116	-0.353	0.221	-0.794	0.089
	Equalvariancesnot assumed			-1.597	57.501	0.116	-0.353	0.221	-0.795	0.090
ITEM-16	Equalvariancesassumed	8.870	0.004	2.002	58	0.050	0.429	0.214	0.000	0.859
	Equalvariancesnot assumed			2.018	56.303	0.048	0.429	0.213	0.003	0.855
ITEM-17	Equalvariancesassumed	0.469	0.496	-0.268	58	0.790	-0.059	0.220	-0.500	0.382
	Equalvariancesnot assumed			-0.268	57.998	0.789	-0.059	0.220	-0.499	0.381

ITEM-18	Equalvariances assumed	0.294	0.590	-0.079	58	0.938	-0.012	0.155	-0.323	0.299
	Equalvariances not assumed			-0.079	57.206	0.937	-0.012	0.154	-0.321	0.297
ITEM-19	Equalvariances assumed	1.203	0.277	0.329	58	0.743	0.080	0.243	-0.407	0.567
	Equalvariances not assumed			0.330	57.997	0.743	0.080	0.243	-0.406	0.566
ITEM-20	Equalvariances assumed	0.751	0.390	3.344	58	0.001	0.707	0.212	0.284	1.131
	Equalvariances not assumed			3.343	57.655	0.001	0.707	0.212	0.284	1.131
ITEM-21	Equalvariances assumed	1.465	0.231	0.729	58	0.469	0.137	0.188	-0.239	0.512
	Equalvariances not assumed			0.733	57.795	0.467	0.137	0.187	-0.237	0.511
ITEM-22	Equalvariances assumed	0.000	0.999	0.239	58	0.812	0.058	0.242	-0.427	0.542
	Equalvariances not assumed			0.239	57.694	0.812	0.058	0.242	-0.427	0.542
Total	Equalvariances assumed	0.226	0.636	3.175	58	0.002	4.151	1.307	1.534	6.768
	Equalvariances not assumed			3.190	57.748	0.002	4.151	1.301	1.546	6.757

GENDER		N	Mean	Std. Deviation	Std. Error Mean
ITEM-1	Male	31	0.61	0.844	0.152
	Female	29	0.83	0.468	0.087
ITEM-2	Male	31	1.10	1.012	0.182
	Female	29	1.00	1.000	0.186
ITEM-3	Male	31	2.00	0.000	0.000
	Female	29	1.55	0.736	0.137
ITEM-4	Male	31	1.68	0.653	0.117
	Female	29	1.38	0.775	0.144
ITEM-5	Male	31	1.74	0.631	0.113
	Female	29	1.59	0.733	0.136
ITEM-6	Male	31	1.84	0.523	0.094
	Female	29	1.97	0.186	0.034
ITEM-7	Male	31	1.71	0.643	0.115
	Female	29	1.07	0.799	0.148
ITEM-8	Male	31	1.13	0.991	0.178
	Female	29	1.17	0.889	0.165
ITEM-9	Male	31	0.68	0.909	0.163
	Female	29	0.31	0.604	0.112

ITEM-10	Male	31	1.29	0.864	0.155
	Female	29	1.52	0.785	0.146
ITEM-11	Male	31	0.68	0.945	0.170
	Female	29	0.72	0.797	0.148
ITEM-12	Male	31	1.32	0.909	0.163
	Female	29	0.93	0.884	0.164
ITEM-13	Male	31	0.84	0.969	0.174
	Female	29	0.83	0.759	0.141
ITEM-14	Male	31	1.48	0.811	0.146
	Female	29	1.31	0.660	0.123
ITEM-15	Male	31	0.61	0.844	0.152
	Female	29	0.97	0.865	0.161
ITEM-16	Male	31	0.77	0.920	0.165
	Female	29	0.34	0.721	0.134
ITEM-17	Male	31	1.35	0.877	0.158
	Female	29	1.41	0.825	0.153
ITEM-18	Male	31	1.68	0.653	0.117
	Female	29	1.69	0.541	0.101

ITEM-19	Male	31	0.84	0.969	0.174
	Female	29	0.76	0.912	0.169
ITEM-20	Male	31	1.74	0.815	0.146
	Female	29	1.03	0.823	0.153
ITEM-21	Male	31	0.52	0.769	0.138
	Female	29	0.38	0.677	0.126
ITEM-22	Male	31	1.16	0.934	0.168
	Female	29	1.10	0.939	0.174
Total	Male	31	27.81	5.375	0.965
	Female	29	23.66	4.700	0.873

It is inferred from the above table that mean value of Male and female students of upper primary level are 27.81 & 23.06 respectively. Value of mean difference is 4.151. And, independent sample test showing that t-value is 3.17 which is significant at 0.05% level. So there is a significant difference between Male and Female students faced the problems due to covid-19 pandemic in upper primary level. Also Levene's Test reveals that calculated value of 'F' is 0.22 which is significant at 0.05 level. Thus it is said that equality of variances already remained. It can be interpreted that there is exist mean difference of problems faced by Male and Female students due to covid -19 in upper primary level.

H-2 : There will be no statistical significance difference of problems faced by the students of upper primary level due to covid-19 pandemic in reference to their place of Residence.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error	Interval of the	
									Lower	Upper
ITEM-1	Equal variances assumed	0.369	0.546	-0.723	58	0.472	-0.131	0.182	-0.495	0.232
	Equal variances not assumed			-0.740	55.614	0.462	-0.131	0.178	-0.487	0.224
ITEM-2	Equal variances assumed	0.239	0.627	-3.167	58	0.002	-0.771	0.244	-1.259	-0.284
	Equal variances not assumed			-3.184	52.823	0.002	-0.771	0.242	-1.257	-0.285
ITEM-3	Equal variances assumed	10.841	0.002	1.634	58	0.108	0.234	0.143	-0.053	0.521
	Equal variances not assumed			1.757	57.315	0.084	0.234	0.133	-0.033	0.501
ITEM-4	Equal variances assumed	10.066	0.002	-1.587	58	0.118	-0.297	0.187	-0.672	0.078
	Equal variances not assumed			-1.493	39.736	0.143	-0.297	0.199	-0.699	0.105
ITEM-5	Equal variances assumed	39.737	0.000	2.547	58	0.014	0.434	0.170	0.093	0.776
	Equal variances not assumed			2.916	44.175	0.006	0.434	0.149	0.134	0.734
ITEM-6	Equal variances assumed	4.288	0.043	0.984	58	0.329	0.103	0.105	-0.106	0.312
	Equal variances not assumed			1.112	47.842	0.272	0.103	0.093	-0.083	0.289
ITEM-7	Equal variances assumed	2.107	0.152	1.343	58	0.185	0.274	0.204	-0.135	0.683
	Equal variances not assumed			1.376	55.855	0.174	0.274	0.199	-0.125	0.674
ITEM-8	Equal variances assumed	0.638	0.428	-0.208	58	0.836	-0.051	0.247	-0.546	0.443
	Equal variances not assumed			-0.206	50.207	0.837	-0.051	0.249	-0.552	0.449

ITEM-9	Equalvariances assumed	0.010	0.921	0.824	58	0.413	0.171	0.208	-0.245	0.588
	Equalvariances not assumed			0.834	53.789	0.408	0.171	0.206	-0.241	0.584
ITEM-10	Equalvariances assumed	0.143	0.707	-0.630	58	0.531	-0.137	0.218	-0.573	0.299
	Equalvariances not assumed			-0.636	53.671	0.527	-0.137	0.216	-0.569	0.295
ITEM-11	Equalvariances assumed	2.319	0.133	-0.449	58	0.655	-0.103	0.229	-0.562	0.356
	Equalvariances not assumed			-0.458	55.355	0.649	-0.103	0.224	-0.553	0.347
ITEM-12	Equalvariances assumed	0.251	0.618	-3.568	58	0.001	-0.777	0.218	-1.213	-0.341
	Equalvariances not assumed			-3.542	50.478	0.001	-0.777	0.219	-1.218	-0.337
ITEM-13	Equalvariances assumed	1.835	0.181	-0.250	58	0.804	-0.057	0.229	-0.515	0.401
	Equalvariances not assumed			-0.254	55.005	0.800	-0.057	0.225	-0.507	0.393
ITEM-14	Equalvariances assumed	0.417	0.521	0.351	58	0.727	0.069	0.196	-0.323	0.460
	Equalvariances not assumed			0.355	54.181	0.724	0.069	0.193	-0.318	0.455
ITEM-15	Equalvariances assumed	0.629	0.431	-3.105	58	0.003	-0.657	0.212	-1.081	-0.234
	Equalvariances not assumed			-3.154	54.554	0.003	-0.657	0.208	-1.075	-0.240
ITEM-16	Equalvariances assumed	0.669	0.417	-0.356	58	0.723	-0.080	0.225	-0.529	0.369
	Equalvariances not assumed			-0.360	53.904	0.720	-0.080	0.222	-0.525	0.365
ITEM-17	Equalvariances assumed	7.138	0.010	-1.760	58	0.084	-0.383	0.218	-0.818	0.053
	Equalvariances not assumed			-1.690	43.823	0.098	-0.383	0.227	-0.839	0.074

ITEM-18	Equalvariances assumed	0.197	0.659	0.400	58	0.691	0.063	0.157	-0.252	0.378
	Equalvariances not assumed			0.397	50.654	0.693	0.063	0.158	-0.255	0.381
ITEM-19	Equalvariances assumed	25.863	0.000	-4.099	58	0.000	-0.891	0.217	-1.327	-0.456
	Equalvariances not assumed			-4.397	57.473	0.000	-0.891	0.203	-1.297	-0.486
ITEM-20	Equalvariances assumed	4.883	0.031	0.293	58	0.771	0.069	0.234	-0.400	0.537
	Equalvariances not assumed			0.310	58.000	0.758	0.069	0.221	-0.374	0.512
ITEM-21	Equalvariances assumed	6.034	0.017	2.145	58	0.036	0.394	0.184	0.026	0.762
	Equalvariances not assumed			2.056	43.381	0.046	0.394	0.192	0.008	0.781
ITEM-22	Equalvariances assumed	10.820	0.002	-1.226	58	0.225	-0.297	0.242	-0.782	0.188
	Equalvariances not assumed			-1.190	45.855	0.240	-0.297	0.250	-0.800	0.205
Total	Equalvariances assumed	0.813	0.371	-1.662	58	0.102	-2.331	1.403	-5.139	0.476
	Equalvariances not assumed			-1.723	57.103	0.090	-2.331	1.353	-5.040	0.377

Group Statistics

RESIDENCE		N	Mean	Std Deviation	Std Error Mean
ITEM-1	Urban	25	0.64	0.638	0.128
	Rural	35	0.77	0.731	0.124
ITEM-2	Urban	25	0.60	0.913	0.183
	Rural	35	1.37	0.942	0.159
ITEM-3	Urban	25	1.92	0.400	0.080
	Rural	35	1.69	0.631	0.107
ITEM-4	Urban	25	1.36	0.860	0.172
	Rural	35	1.66	0.591	0.100
ITEM-5	Urban	25	1.92	0.277	0.055
	Rural	35	1.49	0.818	0.138
ITEM-6	Urban	25	1.96	0.200	0.040
	Rural	35	1.86	0.494	0.083
ITEM-7	Urban	25	1.56	0.712	0.142
	Rural	35	1.29	0.825	0.139
ITEM-8	Urban	25	1.12	0.971	0.194
	Rural	35	1.17	0.923	0.156
ITEM-9	Urban	25	0.60	0.764	0.153
	Rural	35	0.43	0.815	0.138

ITEM-10	Urban	25	1.32	0.802	0.160
	Rural	35	1.46	0.852	0.144
ITEM-11	Urban	25	0.64	0.810	0.162
	Rural	35	0.74	0.919	0.155
ITEM-12	Urban	25	0.68	0.852	0.170
	Rural	35	1.46	0.817	0.138
ITEM-13	Urban	25	0.80	0.816	0.163
	Rural	35	0.86	0.912	0.154
ITEM-14	Urban	25	1.44	0.712	0.142
	Rural	35	1.37	0.770	0.130
ITEM-15	Urban	25	0.40	0.764	0.153
	Rural	35	1.06	0.838	0.142
ITEM-16	Urban	25	0.52	0.823	0.165
	Rural	35	0.60	0.881	0.149
ITEM-17	Urban	25	1.16	0.943	0.189
	Rural	35	1.54	0.741	0.125
ITEM-18	Urban	25	1.72	0.614	0.123
	Rural	35	1.66	0.591	0.100

ITEM-19	Urban	25	0.28	0.614	0.123
	Rural	35	1.17	0.954	0.161
ITEM-20	Urban	25	1.44	0.712	0.142
	Rural	35	1.37	1.003	0.169
ITEM-21	Urban	25	0.68	0.802	0.160
	Rural	35	0.29	0.622	0.105
ITEM-22	Urban	25	0.96	1.020	0.204
	Rural	35	1.26	0.852	0.144
Total	Urban	25	24.44	4.664	0.933
	Rural	35	26.77	5.796	0.980

It is shown from the above table that mean value of urban and rural students of upper primary level are 24.44 & 26.77 respectively. And, independent sample test showing that t-value is 2.33 which is significant at 0.05% level. so there is a significant difference between Urban and Rural students faced the problems due to covid -19 pandemic in upper primary level. . Also Levene's Test reveals that calculated value of 'F' is .813 which is significant at 0.05 level. Thus it is said that equality of variances have existed. It can be interpreted that there is exist mean difference regarding problems faced by the students due to covid-19 pandemic in upper primary level.

2.8 Findings of the project study:

- It is shown that 70% adolescent upper primary students faced moderate level of problems due to covid-19 Pandemic.
- There remains significant mean difference of the problems faced by the students due to covid -19 pandemic in upper primary level.
- There remains significant mean difference of the problems faced by the students due to covid -19 pandemic in upper primary level.

5. Conclusion:

The project study concluded that upper primary students are facing challenges to education due to covid-19 pandemic which is causing the development of mental stress by reason on un-certainty over the studies and completion of syllabus along with the understanding of subjects . This stress may lead to increased panic and forcing the students to take unhealthy and harsh decisions to avoid failure. Even this project study revealed that problems faced by the upper primary level students individually.. These problems are being unable to establish socialization , being not able to concentrate, not feeling the classroom atmosphere & lack of knowledge , skills and attitude towards virtual studies. Also this project study concluded that less physical activities are more affecting the mental learning of students.

Recommendations: Based on the above conclusion , following recommendations are find out:

- The government should provide training for educational stakeholders especially students and teachers on the technical skill needed for online learning.
- The government must execute institute a blended approach of teaching & learning.
- To provide every institution online learning management system
- To ensure the supply of electricity internet facilities for online learning.
- Virtual classroom must be more interactive & should not be only teachers transacting study materials.
- Further project study can be done large number of sample of students of PaschimMedinipur district Assess the experiences in virtual learning environments
- Also. It can be said that based on this project study it is more possible to investigate the problems faced by the Teachers , & parents towards education due to covid -19 pandemic which continues to spread across the world.

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